**FLE Shrum and Glisan Lesson Plan (NYS-LOTE-aligned). Lesson and Unit Topic:**

**Common Core-Aligned Student Learning Objectives:** For NYS teachers, phrase so that there are identifiable **functions** and **situations** limited to a particular **topic**- “Students will be able to obtain information (function) from an entertainment guide (situation) to list (situation) leisure activities" (topic).

* ACTFL- Common Core alignment :<http://www.actfl.org/sites/default/files/pdfs/Aligning_CCSS_Language_Standards_v6.pdf>
* NYS Common Core: <http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nysp12cclsela.pdf>
* or the national site at: <http://www.corestandards.org/ELA-Literacy/CCRA>
* For more on writing good instructional objectives: <http://faculty.buffalostate.edu/warformk/NYSLOTEQuiz.htm>

**CCLS Strand: Listening and Speaking / LOTE Standard 1.1.** Students will be able to… (be specific about strand indicator, i.e. LS4 for Listening and Speaking Standard 4)

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**CCLS Strands: Reading, Writing / LOTE Standard 1.2.** Students will be able to… (be specific about strand indicator, i.e. RI2- for Reading for Information Standard 2)

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**LOTE Standard 2.1 (cross-cultural comparisons.** If specific CCLS Strand applies, put in parentheses). Students will be able to… (be specific about strand indicator, i.e. RI2- for Reading for Information Standard 2)

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**CCLS Strand: Language.** Students will be able to… (be sure to phrase in terms of actual language *usage*, be specific about strand indicator, i.e. L5- for Language Standard 5)

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**Standards addressed: check all that apply. For ACTFL standards-CCSS alignment go to:**

<http://www.actfl.org/sites/default/files/pdfs/Aligning_CCSS_Language_Standards_v6.pdf>

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| **COMMUNICATION: Communicate in Languages Other Than English**  **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions  **Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics  **Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.  **CULTURES: Gain Knowledge and Understanding of Other Cultures  Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied  **Standard 2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied | **CONNECTIONS: Connect with Other Disciplines and Acquire Information**  **Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language  **Standard 3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through  **COMPARISONS: Develop Insight into the Nature of Language and Culture**  **Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own  **Standard 4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.  **COMMUNITIES: Participate in Multilingual Communities at Home & Around the World**  **Standard 5.1:** Students use the language both within and beyond the school setting  **Standard 5.2:** Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment. |

**Assessment and materials:**

* Formal (graphic organizers, worksheets, quizzes…)-
* Informal (monitor, show of hands, (inter)active chalk/whiteboard, checking for understanding…)-
* Special provisions for students with special needs (IEP, 504s)-

**Delivery:** Script out key questions, directions, expectations, time parameters as you will state directlyto student (don’t say “I will go over the activity”/”we will discuss”). 90% in L2, min.

I. Preparation: Make viewing/listening activity more comprehensible by offering a brief overview of what will follow, offer/generate a glossary of key words, phrases, idioms. Activate schemata by asking students questions about their prior experiences related to text.

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II. Interpretive activity

Examples we have discussed:

* cloze version of transcription with key words and phrases blanked out
* some short answer / true-false questions
* categories- have students sort information into diagrams, i.e. master card

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III. Interactive application activity

Varieties we have discussed:

* paired interviews
* scavenger hunt (buscagente)
* think, pair (give them a chance to write a response to interpretive activity, then share with partner
* categories- have students discuss how they filled in the chart

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IV. Presentational application activity (closure, extension connected with above)

share- have pairs, groups report results to class, write a thank you letter to the interviewee or maybe some follow-up questions

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**V. Closure:** What have we learned? Summarize points of learning for them or have them summarize for you /have them write what they learned this day in a language learning journal/ ask them to write down what is clear / what’s not from day. Though questions should be asked in target language, students should feel free to respond in English, if they prefer.

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